

Rhode Island Department of Education  
Office of Student, Community and Academic Supports

School Support System Report and Support Plan

The Spurwink School  
May 23, 2013

# **SCHOOL SUPPORT SYSTEM**

## **A Collaborative System of Focused Monitoring**

### Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
  - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the district.
  - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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***TEAM MEMBERS***

***Team* – Jane Keane and Susan Wood**

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
	1	The RIDE, Office of Students, Community & Academic Supports School Support System process was facilitated to provide a means of accountability for delivery of programs and services to improve outcomes for students with disabilities. The following pages reflect the findings of that process.	IDEA Overview Data Analysis Observation Interviews		
Result	2	<p><b>Program Overview</b></p> <p>The Spurwink School is a licensed non public private special education program licensed and approved by the Rhode Island Department of Elementary and Secondary Education for elementary through high school age children and youth (ages 5-18) with significant emotional and or behavioral challenges. Additionally, The Spurwink School is accredited by the National Commission For The Accreditation of Special Education (NCASES). The Spurwink School provides students with an integrated academic and therapeutic program supported by a professional team of educators, behavioral specialists, clinicians, expressive therapists, speech pathologist, occupational therapist, along with art music in residence and nursing.</p> <p>The Spurwink School engages in strategic planning every five years with annual reviews to address and update program goals, objectives and responsibilities as determined by federal and local educational mandates.</p>	IDEA Overview Data Analysis Observation Interviews		
Result	3	<p><b>Curriculum and Instructional Strategies</b></p> <p>The Spurwink School utilizes the RI Statewide Curriculum Guidelines, Frameworks and Standards Based Competencies as a foundation of their curriculum with an integrated focus addressing social, daily and independent living skills along with vocational and career exploration.</p> <p>Throughout the school there were examples of student centered, teacher facilitated differentiated technology supported instruction, with posted rubrics, modeling, cooperative learning, student lead projects and problem solving, posted agendas and student work along with homework assignments, independent self-selected reading and journal writing all aligned to the GLE's and GSE's along with emerging Common Core State Standards.</p> <p>Each student is provided a laptop supporting all aspects of literacy and cross curricular project based learning experiences. Students additionally utilize technology to enable</p>	IDEA Overview Data Analysis Observation Interviews		

		<p>practice and progress monitoring in basic skills.</p> <p>In preparation for the implementation of the Common Core State Standards, Spurwink has provided faculty and staff with professional development along with scheduled opportunities (reading materials, K-12 content guidelines, webinars and in-house training) to plan and develop the implementation of curriculum and instructional strategies affording students to be prepared for the Partnership for Assessment of Readiness for College and Careers (PARRC) assessments in the spring of 2015. Spurwink administration and faculty will continue attending the Common Core State Standards training specific to non public schools (which including the PARRC assessment planning) throughout the summer.</p>			
Result	4	<p><b>Intake, Assessment and Evaluation Planning</b></p> <p><b>Intake</b> The Spurwink School has established clear protocols, policies and practices in approval of student placement. The school additionally offers a forty-five Day Diagnostic Evaluation followed by a multidisciplinary treatment team meeting to assure students individualized academic and behavioral planning through the IEP process is completed comprehensively.</p> <p><b>Assessment</b> The Spurwink School administrators and faculty facilitate a number of assessments addressing individual student's academic needs, learning development and intellectual/psychological development.</p> <p>School faculty are engaged in analyzing student data such as the, teacher Scope and sequence/ pacing guide, Formative assessments, Eckwall-Shanker – reading inventory-comprehension-graded work list-independent level-instructional level 3-12, Peer Assisted Learning Strategies (PALS)- Reading K-2, Explode the Code-phonics – up to grade 8, Spelling for writing – writing program – up to grade 4, Harcourt Math In Action activities/cumulative assessments, Supplementary project based activities across content areas, Applied problem solving math, On line curriculum Moby Max Curriculum aligned to the common core and project based learning.</p> <p>In addition to standardized assessments, teacher generated assessments, student work and performance along with classroom observations are analyzed to discuss student placement, instructional strategies and cross content area planning.</p>	<p>IDEA Overview Data Analysis Observation Interviews</p>		

Result	5	<p><b>Clinical Supports and Services</b></p> <p>Therapeutic supports and services are determined by the multi-disciplinary team review which includes the parent, guardian and or educational advocate. Goals are identified and planned for through the IEP team and process IEP goals, in addition to family therapy, behavioral therapy, consultative services and other supportative services. Students receive a minimum of 30 minutes per week of individual therapy specific to their clinical needs incorporating school, family and community experiences. The clinical team facilitates classroom based topical groups addressing social emotional learning and character education..</p> <p>In addition the program is supported by a part time consulting psychiatrist offering consultation, medication management and professional development.</p>	IDEA Overview Data Analysis Observation Interviews		
Result	6	<p><b>Student Support and Intervention</b></p> <p>Administrative support meetings are held daily to address general school business, technical assistance and student specific immediate problem solving strategies.</p> <p>Debriefing meetings are held twice a day (the beginning and end of the school day) to address student specific progress, critical needs, academic and clinical interventions along with whole school planning.</p> <p>Whole school community meetings are held once a week to address student and Administrator/Educator/Clinician related business. During this time students present projects, ideas and or concerns. Educators and or clinicians would additionally provide students with topical presentations related to student climate, acknowledgement of individual student progress and or personal achievement along with whole school events and scheduling.</p> <p>A Community Box offers students faculty and staff an opportunity to recognize positive interactions of the whole school community.</p> <p>Once a week an extended school day provides administrators, teachers and clinicians to formally and informally discuss student needs, interventions and or academic / instructional planning.</p> <p><b>Behavior Program / Level System</b></p> <p>For each student, five individual/personalized target behaviors are identified based on data collected (from records, observations and assessments made during the students forty five day evaluation period) regarding general classroom expectations, school rules, and / or student specific areas of need. Individualized behavioral support plans are</p>	IDEA Overview Data Analysis Observation Interviews		

		<p>established for each student specific to the five target behaviors. Students earn points for demonstrating desired behavioral responses aligned to student specific targeted behaviors. Points are totaled at the end of each day and correlated to a menu of free time privileges to be used daily during a specific time slot. Privileges can be established for the whole class as well as student specific.</p> <p>When points are not earned for a specific period of the day, individual behavioral data must reflect the reason and the context. Daily data review provides a progress monitoring strategy and opportunity for intervention within the school and home.</p> <p>Behavioral skill levels are documented and monitored to look at progress and specific areas where students may need assistance.</p> <p>Contracted supports are provided by a consulting psychiatrist, speech pathologists, an occupational therapist and a clinical psychologist.</p>			
Result	7	<p><b>Program Continuum</b></p> <p>There are currently 37 students attending the K-12 Spurwink School. Student placement is determined by age, academic development and social emotional behavioral needs as identified through the 45 day assessment followed by the multidisciplinary team meeting and the individualized education plan development. There are five grade level classrooms (1/Elementary, 1 Upper Elementary, 2 Middle Level and 1 High School class). Each setting is supported by a special educator and a teacher assistant along with an assigned clinician.</p> <p>Class settings are specifically designed to provide instruction and support based on individual student need determined by the IEP team.</p> <p>The K-2 elementary level class emphasis is on pre-school readiness, developmental based self help, language, literacy across the curriculum, level reading text /reading perspective, play based therapy along with whole class lessons with the speech language pathologists.</p> <p>An 3-5 grade upper elementary class focuses on literacy /reading across the curriculum and aligning social emotional and or behaviorally learning opportunities</p> <p>There are two classrooms at the middle level. One classroom offers students with more significant intellectual challenges direct instruction along with life skills development. The second classroom setting provides instruction for traditional learners who may be transitioning to a home school community in preparing for that opportunity.</p>	<p>IDEA Overview Data Analysis Observation Interviews Record Review</p>		



		<p>A high school classroom offers students core content area instruction aligned to their specific LEA high school curriculum. Instruction is individualized to assure students meet their specific high school proficiency based graduation requirements. As appropriate program modifications are applied determined through the IEP process.</p> <p>All students participate in physical education, health, music, art and yoga classes.</p>			
Result	8	<p><b>Adaptive Physical Education (APE)</b> Currently there are no students requiring adaptive physical education. However the physical education teacher is additionally certified in APE.</p>	<p>IDEA Overview Data Analysis Observation Interviews Record Review</p>		
Result	9	<p><b>Extended School Year (ESY)</b> An eight week extended school year program is offered at Spurwink School designed to maintain a student's present educational level. The program provides students with an opportunity to continue their academic and behavioral IEP goals through a curriculum focused on social interactions through educational outings and leisure activities. For older students work study placements are identified with support along with a curriculum addressing all aspects of career exploration and employment.</p>	<p>IDEA Overview Data Analysis Record Review</p>		
Result	10	<p><b>School Removals/Disciplinary Policies</b> Behavioral expectations along with disciplinary protocols and policies are comprehensively defined in a student/parent handbook. All faculty at Spurwink are trained to address Crisis Prevention/Intervention along with Positive Behavioral Support and Interventions.</p>	<p>IDEA Overview Data Analysis Observation Interviews</p>		
Result	11	<p><b>Parent Engagement</b> The Spurwink School provides families with a number of opportunities to participate in their child's educational experience. Each student has a school/home notebook which is used daily to communicate a students' school day. The note book contains pertinent information regarding behavior, academic and health related information. Parents have full access to all of the staff at Spurwink School via email and or phone.</p> <p>A parent questionnaire is sent to families prior to the IEP meeting to initiate conversation, ideas and goals parents want addressed.</p> <p>Satisfaction surveys are facilitated annually along with exit surveys in an effort to ensure positive home school parent communication and overall school improvement.</p>	<p>IDEA Overview Data Analysis Observation Interviews</p>		

		Special events are additionally planned for including Parent Night Annually, the Spurwink Science Fair, Art Show and Music Performances.			
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<b>2. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result/ Compliance	1	<p>Records of approximately 5 students were reviewed prior to the on-site review by the team leaders. The records were found to be well organized and provided appropriate IDEA required documentation</p> <p>Information defining measurable and or quantifiable documentation is emerging as a systemic practice. Efforts are underway to align current school based practices to the development of the Spurwink School IEP.</p> <p>(RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements) (RI Regulations Subpart D Evaluations, Eligibility Determinations, Individualized Education Programs and Educational Placements)</p>	<p>IDEA Overview</p> <p>Data Analysis</p> <p>Observation</p> <p>Interviews</p> <p>Record Review</p>	<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediate and on going</p> <p>The Administrator of Special Education will provide training for faculty and staff addressing IEP development.</p> <p>Timeline: April 2014</p> <p>Progress Check: January 2014</p>	
Result	2	All specific accommodations and modifications required by a student's IEP are provided and communicated to others as appropriate.	<p>IDEA Overview</p> <p>Data Analysis</p> <p>Observation</p>		

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3. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<b>Transition Planning for students Exiting Spurwink School</b> The Spurwink School provides a number of options to support students who are transitioning to a less restrictive school setting and or to the world of work. As students meet their IEP goals, appropriate placement plans are developed through the IEP process. In addition individualized supports and services are established along with follow up programming to assist the student and their family in to transition to their home school and community successfully.	IDEA Overview Data Analysis Observation Interviews Record Review		
Result	2	<b>IDEA Transition Planning</b> The Spurwink School has developed a School to Career Curriculum aligned to the SCANS (Secretary's Commission of Achieving Necessary Skills) competencies for the work place. The curriculum is designed to introduce and familiarize students with the world of work. This program covers types of careers, considerations in selecting a career, skills and attitudes needed for success in a career and expectations of both employers and employees. The vocational component provides experiences designed to expose, prepare and assist students into the transition to complete employment. Activities Include <ul style="list-style-type: none"> <li>• Group Guidance Class</li> <li>• Life Skills Class</li> <li>• Way to go RI</li> <li>• Parent night / conversations with parents regarding graduation I.e. Spurwink and or LEA Diploma</li> <li>• Social and Pre-vocation Information Battery and The Kuder Interest Inventory</li> <li>• Vocational / Employment on site</li> <li>• Community service activities (RI food bank etc.)</li> <li>• Six active employment opportunities have been established with the support of the employment specialists (Auto body, restaurant, pet grooming etc.)</li> </ul>	IDEA Overview Data Analysis Observation Interviews Record Review		
Result	3	All students at their junior school year are referred to the Office of Rehabilitative Services (ORS).	IDEA Overview Data Analysis Observation Interviews Record Review		

Result	4	Summary of Performance (SOP) is facilitated by the special education case manager as appropriate.	IDEA Overview Data Analysis Observation Interviews Record Review		